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ABSTRACT

A study was done to determine whether any community school districts within the purview of New York City Board of Education had been able to integrate the Chancellor's call to action for multicultural education at the Social Action-Decision Making level, which had been designated as the highest level of multicultural curriculum approaches. The research involved surveying 32 elementary school districts serving kindergarten through grade 8. A questionnaire developed for the study covered demographic information, organizing for education that is multicultural, developing curriculum that is multicultural, and staff development. Of 32 multicultural education coordinators surveyed, 11 returned completed questionnaires, for a response rate of 34 percent. Results indicate that: coordinators need more training; coordinators are overloaded with work and underfunded; many unique activities were occurring in schools as a result of developing curriculum that was multicultural; and that the Social Action-Decision Making Approach, although the primary aim along the continuum of reform and restructuring, was rarely used. It was found also that, although race and ethnicity are addressed, very little has been done in incorporating the perspectives of gender, age, and sexual preference; and staff development efforts need to be continued as many staff had not had opportunities for professional development in multicultural education. For the most part, districts now engaged in curriculum development are not using the Social Action-Decision Making Approach. The study questionnaire is appended. (JB)

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TOPIC AREA: ***Multiculturalism and New Developments in Curriculum and Instruction***

"New Curriculum Developments: An Investigative Survey of New York City's Community School Districts' Response to the Chancellor's Action Plan for Multicultural Education"

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July 10, 1992

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Introduction

The Policy on Multicultural Education and Promotion of Positive Intergroup Relations and An Action Plan for Multicultural Education have important implications and will have important consequences for all sectors of the New York City Public Schools. Its directives and the process of implementing them at all levels (classroom, school, and district) will affect students, parents, teachers, administrators and others who work within this arena. It is important to document this process and its effect. The focus of this research was to examine the curriculum development process and its activities at the school district level in order to describe and highlight the efforts currently being undertaken to implement this policy.

History of the Policy

On November 15, 1989, The New York City Board of Education formally adopted the Statement of Policy on Multicultural Education and Promotion of Positive Intergroup Relations. In addition to this statement of policy (hereafter referred to as the Multicultural Policy or the Policy), the Board included a Statement of Mission. Implicit in the text of both the Multicultural Policy and the Statement of Mission is the idea that the Board acknowledges and recognizes that an education that is multicultural must be an integral part of all aspects (programs and policies) in the functioning of the public schools of New York City.

In February 1989, the NYC Board accepted a report which "identified the need for a comprehensive multicultural education program to help foster positive intergroup relations and to eliminate bias of all forms" (An Action Plan for Multicultural Education, p. 7). The Multicultural Policy has as its predecessor, the Policy for Intergroup Relations (adopted in 1985). This was essentially a policy directing the Chancellor to eliminate

discriminatory practices and enhance the relationships among the various racial and ethnic groups that made up the New York City Public Schools. The Multicultural Policy extends the 1985 Policy so that it clearly includes "discrimination against students, parents, or school personnel on the basis of race, color, religion, national origin, gender, age, sexual orientation and/or handicapping conditions" (p. 7). This acknowledgment and inclusion of the various groups who make up the different components of the educational system is rare in any policy statement. The Policy extends the discussion of diversity beyond just the categories of race and ethnicity. To include sexual orientation is a bold move in a school system that educates almost one million students. The fact that the Policy also concerns itself with all aspects of the educational environment, particularly within the context of teaching and learning, make its efforts and goals commendable.

Policy Goals

The goals of the Multicultural Policy are outlined in the policy itself as well as in its Statement of Mission that has been rewritten to include an education that is multicultural for its students. The Mission states that through multicultural education, students will:

> •Develop the analytical, communication and social action skills needed to succeed professionally and participate effectively in our democratic society.
>
> •Build an awareness of their own cultural heritage while understanding that no one culture is intrinsically superior to another.
>
> •Become knowledgeable about the history, culture and contributions of all peoples and nations.
>
> •Understand that all groups have contributed to our common culture and the nation's growth and development.

> •Comprehend the existence and consequences of racism, ethnic prejudice, sexism and discrimination based on sexual orientation and physically challenging conditions. (An Action Plan...p. 9)

Multicultural education is seen as the vehicle for helping NYC attain its mission for its students, "to provide a comprehensive and equitable education that values all people" (p. 9). The Policy seeks to have students become cognizant of themselves, other groups, the democratic system, and the "isms" that continue to persist on individual and institutional levels within the day to day workings of our nation and globe. The key words are comprehensive and equitable. They are primary in the many aspects and areas the Board seeks to touch, influence, and change.

Policy Strategy

The strategy that the Board has adopted to have an educational system that is multicultural comes in the Action Plan for Multicultural Education. As part of the Policy, the Board, "resolved, that the Chancellor shall submit to the Board a comprehensive multicultural education plan which shall include guidelines and procedures for program, staff and curriculum." (An Action Plan, p. 8) This is a five year plan that sets goals, objectives, activities, and a time frame, as well as responsibilities by various units to be undertaken by all those involved in educating NYC public school students. The Chancellor's Action Plan identifies the following areas and describes how multicultural education will be incorporated as an ongoing and continual process in the City's schools:

- •curriculum development
- •program development
- •professional development
- •technical assistance
- •parental involvement
- •community involvement

•affirmative action plan
•program assessment/evaluation
•bilingual education

In including the above areas, the Action Plan seeks to make the Policy comprehensive in reaching all sectors of the school system. The Chancellor has coordinated a Central Committee of representatives from all districts and high school superintendencies, to interact with a Multicultural Advisory Board, which is composed of various representatives from religious, social, and community organizations. These two groups, "will work for the achievement of citywide consistency while at the same time providing community school districts and schools with the freedom to design instructional strategies, curricula, and professional development programs that meet their individual needs." (An Action Plan...p. 5) The Central Committee will have the key lead in helping the individual school districts and high school superintendencies design, develop and implement multicultural programs at the district and school level. It will be at this level where the impact is likely to be immense or perfunctory.

Educational Theory Embedded in the Policy

Key to understanding the assumptions imbedded in this policy in regards to schools, teaching and learning is an examination of the specific items stated as goals in the Policy and the Action Plan. To specify that curriculum to be developed by districts "must emphasize concepts, skills and content, utilizing the Social Action/Decision Making Approach," suggest a social reconstructionist view of schooling and education with a focus on changing society, not merely "fitting in" or "maintaining the status quo." James Banks, a noted proponent of multicultural education and a specialist in multicultural curriculum designated the "Social Action Approach" as the highest level of multicultural curriculum approaches. The three

approaches to curriculum development, identified by Banks, that are the foundation to the Social Action Approach are: the *Contributions Approach* which focuses on heroes, holidays and discrete cultural elements; the *Additive Approach* which includes adding to the curriculum content, concepts, themes and perspectives without changing the basic curricular structure; and the *Transformation Approach* which calls for the structure of the curriculum to be changed in order to enable students to view concepts, issues, events and themes from the perspective of diverse ethnic and cultural groups. The Social Action Approach includes all aspects of the Transformation Approach, with the addition of students making decisions on important social issues and taking action to help solve those issues. Banks views the "development of decision making and social action skills as the key goal for multicultural curriculum." (Banks, 1990, p. 24) It should be noted that Banks' model for curriculum integration is really a model for integration of ethnic content. Nevertheless, this same model can readily be applied to other components or aspects inherent in multicultural education. These components would include gender, age, sexual preference, religion and physically challenged/disability which are all areas identified in the Chancellor's Action Plan.

Stated more explicitly, Carl Grant describes the Social Action/Decision Making approach as "Education that is Multicultural and Social Reconstructionist which attempts to prepare students to be citizens able to actualize the egalitarian ideology that is the cornerstone of democracy." (Grant, 1989, p. 212) He suggests the following strategies to develop this approach in classroom curricula: (1) model and celebrate diversity and equal opportunity, (2) practice democracy, (3) analyze students' own social inequalities and (4) encourage social action. (Grant, 1989, p. 212)

The Board, in mandating the Social Action/Decision Making approach, clearly hopes to have teachers look at curriculum in a new way. The Social Action level is the most difficult approach and calls for a restructuring of the curriculum. This is a big order. The Policy calls for curricula to be created if none satisfies the criteria outlined. This curriculum development will take place at the Central Board, district and school level. It will be revealing to see if the curricula developed and implemented will use this approach.

Research Question

Many school districts have been able to integrate their curriculum using the Contributions and/or Additive approaches, but rarely have they been able to integrate the curriculum with a Social Action/Decision Making approach. This research and paper attempted to determine whether any Community School Districts (CSD) within the New York City Board of Education have been able to achieve this level of integration and thereby respond to the Chancellor's call for action. The research involved surveying thirty-two, elementary (K-8) school districts in order to determine whether the content of their curriculum had been integrated with a Social Action/Decision Making instructional approach. This research also attempted to investigate the process undertaken by these school districts.

Having worked in the area of staff development involving multicultural education with teachers and administrators at the classroom and district level, several hypotheses were formulated regarding some of the possible findings that might be generated from the data.
It was expected that district Multicultural Coordinators would have additional professional responsibilities which would impact on the time that could be allotted to multicultural education. From prior experiences in

the development of curriculum that is multicultural, it was postulated that the perspectives that would be most integrated in new district curricula would be ethnicity and race. It was thought that few districts had begun to integrate curriculum with the perspectives of gender, age and sexual preference. Perhaps most important in the Action Plan and in the eventual implementation of curriculum at the classroom level, was the directive for a Social Action/Decision Making approach. The researchers hypothesized that few, if any districts would have developed and actually implemented this approach in the classroom.

Instrument Design

The questionnaire was designed and developed by the researchers. Since the intent of this research was to determine the extent to which CSD's had addressed the Action Plan or Policy in its curriculum integration, many of the questions and the language of the questionnaire itself were taken directly from the Action Plan. (See Appendix for copy of questionnaire.) The questionnaire was purposefully developed with the Multicultural Coordinator in mind.

The questionnaire consisted of four principle sections: 1) *Demographic Information*; 2) *Organizing for Education that is Multicultural*; 3) *Developing Curriculum that is Multicultural*, and 4) *Staff Development*. Each of the sections sought specific information from the respondents.

It was thought that in order to better understand each respondent, some general background information was needed concerning their professional experience. This first section, *Demographic Information*, was designed to elicit information concerning the responsibilities of each coordinator and the time that is allotted to issues of curriculum that are multicultural.

In the section of the questionnaire entitled *Organizing for Education that is Multicultural*, the researchers chose to investigate to what extent the district had been implementing multicultural education prior to the Chancellor's Action Plan. For example, one of the questions in this section was: "When did the district begin its multicultural education efforts?"

In the third section, *Developing Curriculum that is Multicultural*, the questionnaire was specifically designed to determine whether or not the district had attempted to develop curriculum that is multicultural. Furthermore, the researchers developed questions that would then determine at which level (utilizing Banks' levels of approaches) each district was operating in terms of curriculum development.

The final section, *Staff Development* was designed to determine what staff development efforts had been undertaken by each individual district in the area of education that is multicultural. Since the Policy itself made staff development an integral part, it was felt that it would be necessary to investigate this component as it relates to the implementation of the Action Plan. According to the Policy,

> "staff development which emphasizes the philosophy, attitudes, skills, knowledge, practices and procedures essential to a sound program of multicultural education is to be provided on a continuous, consistent basis for all staff involved in the education process. There must be multicultural staff recruitment and development to aide in the implementation of this policy" (p. 8).

Survey Findings

Of the thirty-two Multicultural Education Coordinators that were surveyed, eleven questionnaires were returned which indicates a response rate of 34%. A response was received from CSD's in all boroughs with the exception of Staten Island, but the predominant number of responses (36%) were from the boroughs of Manhattan and Brooklyn. Two questionnaires were received from Queens and one from the Bronx. Following is a preliminary report of the survey findings, with a discussion of possible implications that come from the descriptions and profiles which emerged.

Research findings indicate that the majority of the respondents are females (9 females; 1 male; and1 non-identified). The average length of time the coordinators have worked for the New York City Board of Education is 19.6 years. Of the eleven respondents, four identified themselves as white, one as Hispanic, one African-American, one Irish-American, one African-American Hispanic, one white Italian and two respondents did not complete the item. During their tenure, they have worked in a variety of positions in the New York Public Schools ranging from classroom teachers, school administrators and various district level positions. For example, all of the respondents have worked as classroom teachers and two have served as assistant principals. Others have been coordinators/directors of varying programs at the district level. (Refer to Chart 1) All of these professionals have at least one other responsibility in addition to being Multicultural Coordinator. (Refer to Chart 2) The range of time in their present position as Multicultural Coordinator spans from 6 months to more than 3 years with an average time of almost 1 1/2 years. In response to the question, "How long have you held the position of

Multicultural Coordinator", one respondent replied "Too long", a response that engenders different emotional connotations.

Chart 1

Previous Positions Held by Multicultural Coordinators in the New York City Public Schools

Teachers		School Administration	
Elementary Teacher	10	Assistant Principal	2
Bilingual Teacher	1	Interim Acting Principal	1
ESL Teacher	1		
Reading Teacher	1		
Teacher of Homebound	1		

Staff/Professional Development	
Director of Paraprofessionals	1
Facilitator of School Improvement	3
Staff Developer	3
Coordinator of Staff Development	1

District Level Positions	
Testing Coordinator	1
Social Studies Coordinator	1
Reading Recovery Coordinator	1
Coordinator, Curriculum & Instruction	1
Bilingual Director	1
Magnet School Coordinator	1
Director of Math/Social Studies	1
Language Coordinator	1
Assistant District Administrator of Special Education	1
Coordinator	1

Other	
Speech Pathologist	1
Mentor/Teacher	1
State Science Mentor	1
Monitor	1
SBM/SDM Liaison	1
Parent Liaison	1

Chart 2 Concurrent Positions Held by Multicultural Coordinators	
Bilingual/ESL Director	2
ESL Coordinator	1
Magnet School Coordinator	1
Coordinator of Cultural Programs	1
Director of Professional Development	2
Math/Social Studies Coordinator	2
Director of Middle School Programs	1
Reading Recovery/Social Studies Coordinator	1
SBM/SDM Liaison	1
Parent Liaison	1

The respondents were asked to identify both positive and negative aspects of their role as Multicultural Coordinator. (Refer to chart 3) In analyzing the data, the following categories were developed for what respondents identified as the positive aspects of this position:

- Personal & Professional Growth
- Interaction with Staff, Parents and Students
- Development of Sensitivity, Awareness in Others.

These categories were developed for the negative aspects of the position of Multicultural Coordinator:

- Time
- Funding
- Resources (training and information)
- Resistance

In identifying the positive aspects of their position, several coordinators saw this as an opportunity to fulfill both personal and professional needs. A consistent concern which was identified as a negative aspect of their position was the issue of time and lack of monetary resources or funding for program implementation.

Chart 3
Positive and Negative Aspects of Having the Position of District Multicultural Coordinator

POSITIVE ASPECTS

Personal/Professional Growth
- opportunity for innovation
- learning experience
- interest
- fulfillment of need
- opportunity for creativity and innovation
- opportunity for pro social education
- opportunity to learn about multicultural education and to participate in meetings and workshops in this area
- have right to attend excellent meetings
- can develop programs that are meaningful
- have access to large numbers of important materials and facilities

Interaction with Parents, Staff and Students
- putting together a cadre of committed staff
- interaction with parents, staff and students
- to successfully implement a staff/parental initiative in this area

Development of Sensitivity, Awareness in Others
- opportunity to plant seeds of harmony and understanding through staff development, curriculum development and parent workshops
- establishing a multicultural museum

NEGATIVE ASPECTS

Time
- not enough time
- not given enough time to really be knowledgeable
- being in charge of this initiative in addition to other district duties
- resulted in time conflicts in respect to attending meetings outside district

Funding
- lack of funding
- cannot implement quickly (have not the funds to bring to district)
- lack of money for supplies

Resources (Training and Information)
- very few resources
- thrown in with no training or background
- cannot disseminate info easily

Resistance
- subjected to verbal abuse by angry radicals who peddle their hate in the name of multiculturalism
- resistance of staff
- disrespect and ignorance on the part of too many educators
- too much sabotage

In the second section, *Organizing for Education that is Multicultural*, most respondents (six) indicated that their district had begun its multicultural efforts prior to 1989-90 school year, a year before the Action Plan was issued. Another district began its efforts in the 1989-90 school year. While two other districts started in the 1990-91 school year, the remaining two indicated that their district began its efforts in the 1991-92 school year. Of the latter two, one indicated that the district actually began its efforts during the 1991-92 school year, while individual schools within the district had actually begun its efforts in 1989-90 (two years prior to the district initiating any efforts in multicultural education).

All respondents indicated that their district had a multicultural advisory committee. When asked to identify the district's committee representation, the numbers of people that make up the committee range from 14 to 28 members with an average of 23 members. Of the groups represented on the committee, teachers were the largest constituency in six of the districts. For the remaining five, district level personnel and/or administrators made up the largest number of representatives. Four of the advisory boards have no student members. And of those five districts that do have student representation, it ranges from only one to three members. Five of the advisory boards have no representatives from community-based organizations or post-secondary institutions. All with the exception of one have at least one parent that sits on the advisory board. All but one of the boards have at least one Community School Board member as a representative.

When examining the activities that these committees have been involved in, all have engaged in professional development activities. (Refer to chart 4) Eight committees have also carried out activities that

focused on parental involvement. In the area of program assessment and evaluation, eight committees specified that they had undertaken activities in this area, and seven reported having activities in the areas of program development and curriculum development. Five districts indicated that activities had taken place in the areas of community involvement and four in bilingual education. Interestingly enough, no community school district noted having initiated any activities in the area of affirmative action.

Chart 4
Activities of District Level Multicultural Advisory Committees

Activities	Number of District Engaged in Activity
Curriculum Development	7
Affirmative Action	0
Bilingual Education	4
Professional Development	10
Parental Involvement	9
Program Development	7
Program Assessment/Evaluation	8
Community Involvement	5

The Office of Multicultural Education (OME) at Central Board sponsors the Chancellor's Multicultural Advisory Committee, which all district Multicultural Coordinators are invited to attend once a month. In addition, the OME has sponsored Multicultural Institute workshops for district staff. The Institute workshops are held monthly at various locations throughout the city. When respondents were asked about their participation in these activities, nine of the eleven indicated that they attended four or more sessions. The majority (eight) identified these meetings as somewhat helpful. In regards to the Multicultural Institutes, eight attended at least four or more Institutes. Again, the majority (eight) of the coordinators also

found these Institutes to be somewhat helpful. When asked to identify those Institutes that were most helpful, answers included: "1492 Encounter"; "Visit to Multicultural Resource Center"; "Collaborative Programs"; "Values Education", and "Model Programs".

The third section of the questionnaire seeks to determine the process undertaken by districts in developing curriculum that is multicultural in response to the Chancellor's Action Plan. Therefore, many of questions used language that was taken directly from the Action Plan. Eight of the eleven districts responded affirmatively when asked if their district had begun to develop curriculum that is multicultural. Two replied that their districts had not begun such efforts with one indicating that it had not happened district-wide but individual schools within the district had begun such efforts. The Action Plan provides districts with seven guidelines to be followed in the development of curriculum. These guidelines were incorporated into the questionnaire to determine where in the process the districts were in terms of their work. The following chart outlines the various responses and gives a picture of district activities in developing curriculum that is multicultural.

Chart 5
District Efforts in Developing Curriculum that is Multicultural

	Not yet started:	Beginning efforts:	In progress:	Completed:
(a) Development of clear & concise goals for content areas	1	4	4	1
(b)Analysis of existing district curriculum with reference to multicultural education goals	1	5	2	1
(c)Development of initial curriculum outline	1	4	3	1
(d)Formulation of methods and strategies for infusion of multicultural education	1	2	7	0
(e)Identification of resources, writers and reviewers	0	2	7	0
(f)Utilization of social action/decision making approach in the concepts, skills and content areas within the curriculum draft	0	2	6	1
(g)Review of curriculum drafts by content area specialists and experts from diverse groups	0	5	4	0
(h)Other (Identify below.)	0	0	2	0

Multicultural Curriculum for K-4 and 7
Pilot use of Curriculum (no grade specified).

This picture portrayed in the above chart addresses the curriculum development process from a more global perspective. In future analysis of the data, it may prove useful to look at the processes of curriculum development within the individual districts.

The Multicultural Coordinators were asked to identify what has facilitated the process of multicultural curriculum development and

integration. Some of the responses follow: "interest on part of school-based staff"; "intensive professional development model that encourages and infuses multicultural education in all projects", and "part of the district's philosophy". Moreover, they also identified areas of difficulties that they had experienced. Some responses were: "time and funding," "no staff to do it," "the need for continual professional development," and the "lack of coordination at the district level between and among curriculum areas so that multicultural curriculum is widely distributed."

Overwhelmingly, the content area that has been most developed in terms of multicultural curriculum is the area of social studies. (Refer to Chart 6) This is then followed by the areas of communication arts and reading. The areas where the least amount of work has been done are science and physical education. Only four of the eleven districts, identified foreign languages as an area in which they have begun to develop curriculum. Yet, a major component of the Action Plan is the content area of foreign language. The Action Plan specifically states that all students should graduate from New York City Public Schools with proficiency in at least two languages, but only four districts of those surveyed identified this as an area in which curricular work has been begun. In addition, all of the respondents indicated that they are using most of the curriculum guides developed and distributed by Central Board.

Chart 6
Content Areas Where Curriculum that is Multicultural is Being Developed by CSD's

Content Area	Number of Districts Developing Curriculum
Social Studies	9
Communication Arts	8
Reading	7
Art	6
Foreign Language	4
Music	4
Math	4
Science	3
Physical Education	2

The next set of questions attempted to address the issue of Central Board or Office of Multicultural Education support to each individual district. Four of the respondents felt that the Board was somewhat supportive in helping the district to construct and develop curriculum that is multicultural with four responding that the Board was very supportive. One stated that the Board was less than supportive. Of all the areas identified on the questionnaire, at least one area was identified as an area in which the Board had provided assistance. Yet the majority of respondents (seven) identified the areas of professional development and curriculum development as the two areas in which they received the most support and would like to continue to receive more support in these same areas.

Of those areas that the district has addressed in implementing curriculum that is multicultural, the two that were least addressed in anyway were assessment tools that are culturally and linguistically

sensitive and unbiased as well as methods that evaluate the process of implementing multicultural curriculum within the district. It is interesting to note that even though only four districts had identified foreign languages as a specific content area in which curriculum development had been done, most districts felt that significant work had been done in the area of proficiency in two languages. Some of the activities identified as part of the districts' work point to interesting and promising work for the future. Conflict resolution appeared to be a major area of work that has been undertaken by most districts including a proposed plan for an alternative school that will have peace education as its curricular focus.

It is clear from the question in which the Coordinators were asked to identify the approaches the district is using to integrate multicultural content into the curriculum, that most of the respondents are clear that the Transformation or Social Action Approaches are most essential to curriculum development and integration. (Refer to Chart 7) It is the primary aim along the continuum of reform and restructuring. Nonetheless, when asked which approaches were used most frequently, respondents indicated that the "addition of famous ethnic people into curriculum" and "addition of ethnic holidays and cultural elements into curriculum" were most used. These two items are curriculum changes at the Contributions level. This appears to be somewhat of a contradiction.

Chart 7
Curriculum Approaches Used by CSD's to Develop Curriculum that is Multicultural

	Survey Items	Curriculum Approaches
a.	addition of famous ethnic people into the curriculum	Contributions
b.	addition of ethnic holidays, and cultural elements into curriculum	Contributions
c.	addition of new and different themes and perspectives without change to current curriculum structure	Additive
d.	change in basic assumptions of current curriculum to view concepts, issues, themes, and problems from several different perspectives and points of view	Transformation
e.	infusion of various perspectives, frames of reference and content from different groups into the curriculum	Transformation
f.	development of decision making/social action skills for students	Social Action
g.	development of students' political efficacy for effective citizenship	Social Action

Responses to items relating to curriculum approaches. (Actual responses are indicated by letters in bold.)

•Which approach has been used *most* often in your curriculum efforts?

c b f a/b/c e a a/b/c/d e f "can't respond"

•Which approach has been used *least* often in your curriculum efforts?

g f a e/f/g f e g/f f "can't respond"

•Which approach does the district see as *most* essential to the foundation for developing curriculum that is multicultural?

e d f/g e d d/e e f no response

Race, national origin and ethnicity are the primary perspectives that have been integrated into the curriculum according to most of the respondents. On the other hand, in one district, it was noted that sexual preference was the second most widely incorporated perspective in the curriculum. This is opposed to another district which noted that sexual preference/orientation issues were prohibited by the Community School Board.

In reporting on the last section which describes staff development efforts, seven respondents indicated that their district did have a staff development program. Some of the topics that have been addressed include: prejudice reduction, conflict resolution, cooperative learning, team building, interdisciplinary education, introduction to multicultural education for new teachers, and developing language through science. The first two topics are also key goals of the Action Plan. Two coordinators reported that their districts have not had multicultural staff development programs.

Final Implications/Recommendations

A preliminary examination of responses from the questionnaire has various implications regarding the development of curriculum that is multicultural in New York City Community School Districts. There was an insufficient number of questionnaires returned to make significant generalizations. However, the results may provide an indication as to the process and activities currently being undertaken to meet the mandates of the Action Plan for Multicultural Education. The data that was produced can provide an initial overview of the CSD's current efforts in implementing the Action Plan. The data also points to future topics and direction for research in this area. Following are some of the positive and

negative implications gleaned from the questionnaire results. They are organized according to the specific sections of the questionnaire.

Demographic Information

- It would be important to have a more accurate and complete picture regarding the demographic make-up of the Multicultural Coordinators. This questionnaire reveals a lack of ethnic and racial diversity among those coordinators who responded to the survey.
- The necessity exists for further training of the Multicultural Coordinators in the area of curriculum development that has as its base a Social Action/Decision Making approach.
- Implications regarding the professional responsibilities of the Coordinators point to a work assignment overload, with limited funds, time and background knowledge that will hinder the work they will be able to accomplish in creating educational environments and curriculum that are multicultural. The position of Multicultural Coordinator should be full time, with no other professional responsibilities or demands.

Organizing for Education that is Multicultural

- The fact that many districts started efforts in the area of multicultural education prior to the adoption of the Multicultural Policy indicate that this was an educational concern and/or interest that for some districts was not mandated by the Board of Education. This is commendable.
- Since the Action Plan specifies a process for districts to develop curriculum that is multicultural which includes the involvement of many sectors, it is revealing that many of the district advisory committees have no representatives from community based organizations. It is important that these committees increase representation from this particular constituency. Many of these organizations have different and often

informative perspectives on the student population and the community within the school district. Some committees did have student representation, while others had none. A future area of research could involve determining the role and impact that student committee members have on district policy and curriculum in the area of education that is multicultural.

- There is a need for the district multicultural advisory committees to initiate and undertake activities in the area of affirmative action. The Action Plan identifies Affirmative Action as a goal in order to insure that faculty and staff are representative of the diversity of New York City's student population.
- Multicultural Coordinators found both meetings and institutes offered by Central Board to be somewhat helpful. This is an aspect of the project that should be continued.
- As was expected, Social Studies has been the content area that has received the greatest focus in attempting to develop curriculum that is multicultural. Foreign language, even though not the area that received the least amount of concentration and effort, is still quite low in the attention that districts have given it. If New York City schools are to graduate students that are proficient in at least two languages, then efforts must be accelerated at the CSD level beginning in the kindergarten class.
- Curriculum guides that have been developed by the Central Board are being used by classroom teachers throughout the city. Research needs to be done to determine whether these curriculum guides promote a Social Action/Decision Making approach in their instructional design.

Developing Curriculum that is Multicultural

- Many unique activities are occurring in the schools as a result of developing curriculum that is multicultural. These activities and programs are directly related to many of the goals specified in the Action Plan. One specific example is conflict resolution. Large numbers of teachers and counselors are being trained to work with students in this area. In one case, students have been prepared to serve as peer mediators in their schools. A future area of research would be to examine the extent to which conflict resolution is fully utilized by students.
- Districts have demonstrated attempts to develop curriculum that is multicultural, yet the Social Action/Decision Making approach is rare. More needs to be done in this area at both the district and Central Board levels.
- Currently, the perspectives most widely integrated in curriculum that is multicultural are race and ethnicity. Very little has been done in incorporating the perspectives of gender, age and sexual preference which are clearly identified in the Action Plan. In most instances, sexual preference receives the least attention. More must be done to make education that is multicultural more inclusive of the many aspects of diversity, not only race and ethnicity.

Staff Development

- District staff development programs need to be continued. Most of the Multicultural Coordinators indicated that these programs had been useful in effectively and readily disseminating information to other staff members. Yet, many staff have not had opportunities for professional development in the area of multicultural education. This too, is an area for future research. It would be important to determine processes and strategies for effectively involving and providing professional

development experiences to not only teachers, but all school and district personnel.

Conclusion

The intent of this research was to ascertain how CSD's are implementing the goals and guidelines of the Action Plan for Multicultural Education in New York City. A specific focus was to investigate curriculum efforts as to whether any districts had restructured curriculum in the various content areas by utilizing a Social Action/Decision Making approach. Data collected from the questionnaire reveal that many district coordinators are aware of the necessity that the new curriculum being developed have a Social Action/Decision Making approach. Yet, for the most part, districts now engaged in curriculum development are only utilizing the Contributions and Additive approaches. More research needs to be done in order to confirm or refute the initial findings of this questionnaire. One will only be able to truly analyze and evaluate whether curriculum developed by CSD's who purport to utilize the Social Action/Decision Making Approach when further research is undertaken at the classroom and school levels.

References

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Appendix

CURRICULUM THAT IS MULTICULTURAL:
A SURVEY OF NEW YORK CITY'S COMMUNITY SCHOOL DISTRICTS

We would like to take this opportunity to sincerely thank you for your participation in this survey and academic research. Again, be reminded that your responses will be kept strictly confidential and will be used only to determine the efficacy of the Chancellor's Plan of Action for Multicultural Education which we hope will be useful.

DEMOGRAPHIC INFORMATION

1. Female ____ Male ____

2. Please indicate your age.

20 to 30	31 to 40	41 to 50	51 to 60	Over 60
____	____	____	____	____

3. Identify your racial and/or ethnic background. _____

4. How long have you worked for the New York City Board of Education? _____

5. List all positions that you have held with the NYC Board of Education. (Please place a check by those positions held within your present Community School District.)

_____ ( ) _____ ( )
_____ ( ) _____ ( )
_____ ( ) _____ ( )

6. In addition to your position as Multicultural Coordinator, list any additional positions you hold in the district.

_____

7. How long have you held the position of Multicultural Coordinator? _____

8. As a Multicultural Coordinator, list some of the positive and negative aspects of your position.

Positive	Negative
_____	_____
_____	_____
_____	_____
_____	_____

ORGANIZING FOR EDUCATION THAT IS MULTICULTURAL

9. When did your district begin its multicultural education efforts?

Before 1989-90 school year ____
During 1989-90 school year ____
During 1990-91 school year ____
During 1991-92 school year ____

10. Does the district have a multicultural advisory committee?

Yes ____ No ____

11. Check the members represented on your Multicultural Advisory Committee, and indicate the total number of members within each group.

Group members	Total number
____ teachers	____
____ counselors	____
____ paraprofessionals	____
____ union representatives	____
____ administrators	____
____ district-level personnel	____
____ community board members	____
____ representatives from community-based organizations	____
____ representatives from colleges/universities	____
____ parents	____
____ students	____

12. Check the activities the committee has undertaken in the area of multicultural education.

curriculum development	____	parental involvement	____
affirmative action	____	program development	____
bilingual education	____	program assessment/evaluation	____
professional development	____	community involvement	____

The Office of Multicultural Education (OME) at Central Board sponsors the Chancellor's Multicultural Advisory Committee, which all district Multicultural Coordinators are invited to attend once a month. In addition, the OME has sponsored Multicultural Institute workshops for district staff. The Institute workshops are held monthly at various locations throughout the city. Please answer the following questions about your participation in these activities.

13. How many meetings of the Chancellor's Multicultural Advisory Committee have you attended during the 1991-92 year?

Over six	____
Between five and six	____
Between three and four	____
Between one and two	____
None	____

14. How helpful have these meetings been in helping you to plan and organize your district's multicultural education efforts?

Very helpful ____ Somewhat helpful ____ Not helpful at all ____

15. How many of the Multicultural Institute sessions have you attended during the 1991-92 year?

All five	____
Between three and four	____
Between one and two	____
None	____

16. How helpful have these Institute sessions been in helping you to plan and organize your district's multicultural education efforts?

Very helpful ____ Somewhat helpful ____ Not helpful at all ____

17. Which Institute sessions were helpful to you in facilitating your district's strategies and implementation of education that is multicultural?

1. _____ 2. _____

3. _____ 4. _____

DEVELOPING CURRICULUM THAT IS MULTICULTURAL

18. As a result of the Chancellor's Action Plan, has your district begun to develop curriculum that is multicultural?

Yes ____ No ____

19. Please indicate for areas (a) through (h) where your district stands in its efforts to develop curriculum that is multicultural.

		Not yet started:	Beginning efforts:	In progress:	Completed:
(a)	Development of clear & concise goals for content areas	____	____	____	____
(b)	Analysis of existing district curriculum with reference to multicultural education goals	____	____	____	____
(c)	Development of initial curriculum outline	____	____	____	____
(d)	Formulation of methods and strategies for infusion of multicultural education	____	____	____	____
(e)	Identification of resources, writers and reviewers	____	____	____	____
(f)	Utilization of social action/decision making approach in the concepts, skills and content areas within the curriculum draft	____	____	____	____
(g)	Review of curriculum drafts by content area specialists and experts from diverse groups	____	____	____	____
(h)	Other (Identify below.)	____	____	____	____

20. For those areas marked "in progress", what has facilitated this process for your district?

_____

_____

_____

21. What problems or difficulties have you had in doing any of the above? (Refer to question 19.)

_____

_____

_____

22. Check the content areas for which your district has begun to develop curriculum that is multicultural.

Reading	____
Communication Arts	____
Mathematics	____
Social Studies	____
Science	____
Foreign Language(s)	____
Art	____
Physical Education	____
Music	____

23. For the areas checked in question 22, rank the content areas in order of the most time spent in curriculum development. (e.g., with the first line representing the content area on which you have spent the most time.)

_____

_____

_____

_____

_____

_____

_____

_____

_____

24. Which of the following NYC Board of Education curriculum guides are presently being used by teachers in your district?

Kindergarten	____
Grade 1	____
Social Studies, grade 7	____
Communication Arts, grades 7/8	____

25. Indicate how many hours are spent on a weekly basis on activities related to multicultural education curriculum and its implementation.

	1 to 3 hours	4 to 10 hours	11 to 20 hours	21 to 30 hours	Above 30 hours
a. content areas	_____	_____	_____	_____	_____
b. curriculum development	_____	_____	_____	_____	_____
c. instructional strategies and approaches	_____	_____	_____	_____	_____
d. materials for classrooms	_____	_____	_____	_____	_____
e. parental involvement	_____	_____	_____	_____	_____
f. community resources and organizations	_____	_____	_____	_____	_____
g. collaboration with institutions of higher education	_____	_____	_____	_____	_____
h. other (Describe below.)	_____	_____	_____	_____	_____

_____

26. Of the area checked above representing the greatest amount of time, list specific activities.

_____

_____

_____

_____

27. Rate the level of support that you have received from Central Board staff in helping you construct and develop curriculum that is multicultural.

Very supportive ____ Somewhat supportive ____ Less than supportive ____

28. Check the areas in which the Central Board has provided assistance in your multicultural efforts.

curriculum development	____	parental involvement	____
affirmative action	____	program development	____
bilingual education	____	program assessment/evaluation	____
professional development	____	community involvement	____

29. Check those areas in which you would like to receive more support from the Central Board.

curriculum development	____	parental involvement	____
affirmative action	____	program development	____
bilingual education	____	program assessment/evaluation	____
professional development	____	community involvement	____

30. Check the areas that your district has addressed in developing and implementing curriculum that is multicultural.

conflict resolution ____
interpersonal/intergroup relations skills ____
interdisciplinary curriculum approaches ____
diverse learning styles of students ____
proficiency in two languages ____
assessment tools that are culturally and linguistically sensitive and unbiased ____
methods that evaluate process of implementing multicultural curriculum within district ____

31. From one of the areas checked above, list activities undertaken by your district.

_____

_____

_____

32. Check the approaches your district is using to integrate multicultural content into the curriculum.

A. addition of famous ethnic people into curriculum ____
B. addition of ethnic holidays and cultural elements into curriculum ____
C. addition of new and different themes and perspectives without change to current curriculum structure ____
D. change in the basic assumptions of current curriculum to view concepts, issues, themes and problems from several perspectives and points of view ____
E. infusion of various perspectives, frames of reference and content from different groups into the curriculum ____
F. development of decision making and social action skills for students ____
G. development of students' political efficacy for effective citizenship ____

33. Of the items checked above, which approach has been used *most* often in your curriculum efforts?
(Indicate by letter.) ____

34. Of the items checked above, which approach has been used *least* often in your curriculum efforts?
Indicate by letter.) ____

35. Of the items checked above, which approach does the district see as *most* essential to the foundation for developing curriculum that is multicultural? ____
Explain.

_____

_____

_____

36. List groups that are now being incorporated into the curriculum that were previously omitted.

_____ _____

_____ _____

_____ _____

_____ _____

37. Rank the perspectives that have been integrated into the curriculum. (e.g., with 1 being the perspective most integrated.)

Age	____
Ethnicity	____
Gender	____
National Origin	____
Physically Challenging Condition	____
Race	____
Religion	____
Sexual Preference	____

STAFF DEVELOPMENT

38. Has the district provided a multicultural staff development program?

Yes ____ No ____

39. How many sessions have been provided? ____

40. How many staff members have participated in these programs? ____

41. What topics are addressed by your multicultural staff development program?

_____ _____

_____ _____

_____ _____

_____ _____

42. Please make any additional comments about your district's efforts to develop and implement curriculum that is multicultural which you feel would inform this research.

Via separate mailing, please advise us if you would like to receive a copy of the results of this survey.

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